

TNReady High School English Language Arts 2016-17

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This provides a snapshot of the structure of the ELA assessment, including a range of the number of passages and items students can expect to see in each subpart of the TNReady assessment.
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This provides further information for each specific grade level about which strands of standards will be addressed on the subparts of the assessment, as well as a range of number of items and score points. This section also links to the current standards, which you can find [here](#).

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This chart offers guidance for creating high-quality text-based writing activities aligned to the standards. The activities described in this section reflect the rigor of the tasks students will complete on the assessment.
- [**Descriptions of Writing Types/Genres**](#)

This clarifies definitions of the writing types: argument, informational/explanatory, and narrative.

Overview of High School ELA Testing Structure

As in the past, each year the state assessment includes both operational and field test items. The testing structure outlined below reflects both the number of operational assessment items and the number of field test assessment items.

For scheduling purposes, subparts can be combined.

| Subpart 1 | Subpart 2 | Subpart 3 | Subpart 4 |
|---|--|--|--|
| <ul style="list-style-type: none">• 85 minutes• 1-3 Passages• 1 Writing Prompt* | <ul style="list-style-type: none">• 50 minutes• 2-3 passages• 6-14 questions per passage | <ul style="list-style-type: none">• 50 minutes• 2-3 passages• 6-14 questions per passage | <ul style="list-style-type: none">• 45 minutes• 1-2 passages• 6-14 questions per passage• 2 Editing Tasks |

For scheduling purposes, subparts can be combined.

Note: Additional writing prompts will be field tested a minimum of every two years and will occur outside of the operational testing window.

High School English Language Arts Blueprints

The blueprints reflect *only* operational assessment items.

| English I: Subpart 1 | | |
|---|------------|-------------------|
| Writing | # of Items | # of Score Points |
| Prompt will align to one of W.9-10.1, W.9-10.2, or W.9-10.3 | | |
| Focus and Organization** | 1 | 4 |
| Development** | | 4 |
| Language and Style | | 4 |
| Conventions (standards L.9-10.1, L.9-10.2, L.9-10.3) | | 4 |
| Total | | 16 |

**Focus & Organization and Development will be double weighted in writing in the 2017-18 school year for high school. Focus & Organization and Development will not be doubled weighted in the 2016-17 school year.

| English I: Subparts 2, 3, and 4 | | |
|--|------------|-------------------|
| | # of Items | # of Score Points |
| Reading | | |
| <ul style="list-style-type: none"> Reading Literature (standards RL.9-10.1; RL.9-10.2; RL.9-10.3, RL.9-10.5; RL.9-10.6; RL.9-10.9) | 23-40 | 29-49 |
| <ul style="list-style-type: none"> Reading Informational Text (standards RI.9-10.1; RI.9-10.2; RI.9-10.3; RI.9-10.5; RI.9-10.6; RI.9-10.8; RI.9-10.9) | | |
| <ul style="list-style-type: none"> Vocabulary (standards RL.9-10.4; RI.9-10.4; L.9-10.4; L.9-10.5) | | |
| <ul style="list-style-type: none"> Conventions (standards L.9-10.1, L.9-10.2, L.9-10.3) | 4-6 | 4-6 |
| Total | 27-46 | 33-55 |

| English I: Summary | | | |
|----------------------|------------|-------------------|-----------|
| | # of Items | # of Score Points | % of Test |
| Subpart 1 | 1 | 16 | 26-32 |
| Subparts 2, 3, and 4 | 27-46 | 33-55 | 66-77 |
| Total | 28-47 | *50-71 | 100 |

You can find the current English I standards [here](#).

*All assessments must have a minimum of 50 score points.

| English II: Subpart 1 | | |
|---|------------|-------------------|
| Writing | # of Items | # of Score Points |
| Prompt will align to one of W.9-10.1, W.9-10.2, or W.9-10.3 | | |
| Focus and Organization** | 1 | 4 |
| Development** | | 4 |
| Language and Style | | 4 |
| Conventions (standards L.9-10.1, L.9-10.2, L.9-10.3) | | 4 |
| Total | | 16 |

***Focus & Organization and Development will be double weighted in writing in the 2017-18 school year for high school. Focus & Organization and Development will not be doubled weighted in the 2016-17 school year.*

| English II: Subparts 2, 3, and 4 | | |
|--|------------|-------------------|
| | # of Items | # of Score Points |
| Reading | | |
| <ul style="list-style-type: none"> Reading Literature (standards RL.9-10.1; RL.9-10.2; RL.9-10.3, RL.9-10.5; RL.9-10.6; RL.9-10.9) | 23-40 | 29-49 |
| <ul style="list-style-type: none"> Reading Informational Text (standards RI.9-10.1; RI.9-10.2; RI.9-10.3; RI.9-10.5; RI.9-10.6; RI.9-10.8; RI.9-10.9) | | |
| <ul style="list-style-type: none"> Vocabulary (standards RL.9-10.4; RI.9-10.4; L.9-10.4; L.9-10.5) | | |
| <ul style="list-style-type: none"> Conventions (standards L.9-10.1, L.9-10.2, L.9-10.3) | 4-6 | 4-6 |
| Total | 27-46 | 33-55 |

| English II: Summary | | | |
|---------------------|------------|-------------------|-----------|
| | # of Items | # of Score Points | % of Test |
| Subpart 1 | 1 | 16 | 26-32 |
| Subparts 2,3, and 4 | 27-46 | 33-55 | 66-77 |
| Total | 28-47 | *50-71 | 100 |

You can find the current English II standards [here](#).

*All assessments must have a minimum of 50 score points.

| English III: Subpart 1 | | |
|--|------------|-------------------|
| Writing | # of Items | # of Score Points |
| Prompt will align to one of W.11-12.1, W.11-12.2, or W.11-12.3 | | |
| Focus and Organization** | 1 | 4 |
| Development** | | 4 |
| Language and Style | | 4 |
| Conventions (standards L.11-12.1, L.11-12.2, L.11-12.3) | | 4 |
| Total | | 16 |

****Focus & Organization and Development will be double weighted in writing in the 2017-18 school year for high school. Focus & Organization and Development will not be doubled weighted in the 2016-17 school year.**

| English III: Subparts 2, 3, and 4 | | |
|---|------------|-------------------|
| | # of Items | # of Score Points |
| Reading | | |
| <ul style="list-style-type: none"> Reading Literature (standards RL.11-12.1; RL.11-12.2; RL.11-12.3, RL.11-12.5; RL.11-12.6; RL.11-12.9) | 23-40 | 29-49 |
| <ul style="list-style-type: none"> Reading Informational Text (standards RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.5; RI.11-12.6; RI.11-12.8; RI.11-12.9) | | |
| <ul style="list-style-type: none"> Vocabulary (standards RL.11-12.4; RI.11-12.4; L.11-12.4; L.11-12.5) | | |
| <ul style="list-style-type: none"> Conventions (standards L.11-12.1, L.11-12.2, L.11-12.3) | 4-6 | 4-6 |
| Total | 27-46 | 33-55 |

| English III: Summary | | | |
|----------------------|------------|-------------------|-----------|
| | # of Items | # of Score Points | % of Test |
| Subpart 1 | 1 | 16 | 26-32 |
| Subparts 2, 3, and 4 | 27-46 | 33-55 | 66-77 |
| Total | 28-47 | *50-71 | 100 |

You can find the current English III standards [here](#).

*All assessments must have a minimum of 50 score points.

Revised July 20, 2016

Guidance on Writing Types/Genres to Inform Instruction for High School

This chart offers guidance for creating high-quality text-based writing activities aligned to the standards.

| Writing Type | Passages Used | Description of Instructional Tasks |
|-----------------------------------|--|--|
| Argument | <p>Literary: Stories, dramas, or poems aligned to the grade-level reading standards</p> | <ul style="list-style-type: none"> Students read two literary passages that are related in a meaningful way (e.g., theme, plot). For <u>argument</u>, the prompt asks students to develop one or more claims about the passages and organize reasons and evidence in support of the claim(s). The reasons and evidence should be drawn from evidence within the passages. |
| | <p>Informational: History, science or literary nonfiction texts aligned to the grade-level reading standards One text may be an audio/visual presentation</p> | <ul style="list-style-type: none"> Students read two to three informational passages that are related in a meaningful way (e.g., point of view, use of evidence). For <u>argument</u>, the prompt asks students to analyze the passages to develop one or more claims and provide reasons and evidence in support of the claim(s). The reasons, information, and/or evidence should be drawn from evidence within the passages. |
| Informational/ Explanatory | <p>Literary: Stories, dramas, or poems aligned to the grade-level reading standards</p> | <ul style="list-style-type: none"> Students read two literary passages that are related in a meaningful way (e.g., theme, plot). The prompt asks students to examine a topic in the passages and clearly organize and convey ideas about the passages. The task may ask for comparison or integration of a topic or ideas. The ideas should be drawn from evidence within the passages. |
| | <p>Informational: History, science or literary nonfiction texts aligned to the grade-level reading standards One text may be an audio/visual presentation</p> | <ul style="list-style-type: none"> Students read two to three informational passages that are related in a meaningful way (e.g., point of view, use of evidence). The prompt asks students to examine a topic in the passages and clearly organize and convey information from the passages. The task may ask for comparison or integration of information and will often simulate a short research task. The ideas and information should be drawn from evidence within the passages. |
| Narrative (Fiction) | <p>Literary: Stories, dramas, or poems aligned to the grade-level reading standards</p> | <ul style="list-style-type: none"> Students read one literary passage. The prompt asks students to develop an imagined experience or event using effective technique, descriptive details, and clear event sequences. The student's narrative should be based on characters and events in the passage. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Students read two to three informational passages. The task asks students to develop an imagined experience or event, based on the informational text using effective technique, descriptive details, and clear event sequences. The student's fictional narrative should be based on the information gleaned from the passage. |

Descriptions of Writing Types/Genre

Opinion/Argument:

- Opinion writing clearly articulates a position on a topic and supports the position with reasons and evidence from text.
- Opinion writing does not necessarily seek to change the reader's mind; however, opinions make the position and intent clear to the audience.
- In grades K–5, students develop a variety of methods to extend and elaborate their position by providing examples, offering reasons for their assertions, and explaining cause and effect, which are steps on the road to argument.
- Arguments are used to change the reader's point of view, to bring about some action on the part of the reader, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem.
- Arguments are reasoned, logical ways of demonstrating that the writer's position, belief, or conclusion is valid.
- Students make claims and defend their interpretations or judgments with evidence from the text.

Opinion writing is a precursor to argumentation. In grades K–5, the term “opinion” is used to refer to the developing form of argument. Note, the “argument” genre of writing aligns to standards in grades 6-11 whereas the “opinion” genre of writing aligns to standards in grades 3–5.

Informational/Explanatory:

- Informational/explanatory writing conveys information accurately.
- Informational/explanatory writing intends to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a subject.
- Students develop a focused idea or thesis throughout their writing.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true, convince people to change their beliefs, or persuade people to change their behavior. Explanations, in contrast, start with the assumption of truthfulness. The aim is to make the reader understand and answer questions about why or how. In short, arguments are used for persuasion and explanations are used for clarification.

Narrative:

- Narrative writing conveys an experience, either real or imaginary, and uses time as its structure.
- Narrative writing intends to inform, instruct, persuade, or entertain.
- Narrative can take the form of creative fictional stories, memoirs, and anecdotes.
- Over time, students learn to provide visual details of scenes, objects, or people; to depict specific actions; to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate the pace to highlight the significance of events and create tension and suspense.